

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

Discussion of weights within the new accountability system and final approval of 703 KAR 5:220, School and District Accountability Recognition and Support (Final)

Applicable Statute or Regulation:

KRS 158.6453, 158.6455, 158.649

Action Question:

Should the Kentucky Board of Education (KBE) give final approval to 703 KAR 5:220, School and District Accountability Recognition and Support?

History/Background:

Existing Policy. Senate Bill 1 (SB1), passed by the 2009 Kentucky General Assembly, outlined significant changes to Kentucky's assessment and accountability program. SB1 created a three-year interim period (2008-2009, 2009-2010 and 2010-2011) with a new assessment and accountability system beginning in 2011-2012. The legislation establishes multiple assessment requirements, but charges the Kentucky Board of Education (KBE) to create the new accountability system to classify districts and schools.

Commissioner Holliday and staff in the Kentucky Department of Education have proposed a new assessment and accountability model to facilitate critical discussions with educators and stakeholders. The model offers a balanced approach organized around the KBE's four strategic priorities for next generation learners, professionals, instructional programs and support and schools/districts. (See the attached "Goals and Guiding Principles for Accountability in Kentucky's Public Education System" passed at the December 2010 KBE meeting as background for what the board directed in designing the system. Also, see the attached white paper titled "Next-Generation Learners Proposed Accountability Model" that summarizes the elements of the new accountability system.)

When Kentucky's accountability model is fully developed and operational, schools and districts will be placed into a classification (i.e., distinguished, proficient, needs improvement). For each classification, the KBE must determine how to recognize success and assist toward improvement.

At the April 2011 meeting, staff initiated a conversation to gather feedback from the KBE to shape a proposed regulation on recognition and support as a part of the new accountability model. During this discussion, members expressed an interest in seeing the regulation include an overall profile score from all components of the system. Staff was requested to develop a proposal for the regulation and bring it forward for further discussion at the June meeting.

At the June meeting, staff brought a regulation that included a method for calculating an overall accountability score, in addition to establishing measures to recognize school and district success

and identifying support that will be provided to schools and districts whose scores reflect that need. After review of that regulation, the board further requested staff to: 1) insert language requiring use of the Working Conditions Survey; 2) revise the weights in the overall accountability model to be 50 (Next Generation Learners), 30 (Next Generation Instructional Programs and Support), and 20 (Next Generation Professionals); and 3) include language clarifying how the system will address situations where improvement is needed in the other two components (Next Generation Instructional Programs and Support and Next Generation Professionals). The attached regulation includes the requested changes and proposes some changes to implementation timelines.

The August KBE meeting will offer the KBE the opportunity to provide input on the additional regulatory language requested and to recommend any further changes. Additionally, discussion of all of the weights within the new system will take place. Attached is a chart that will be used for this discussion that summarizes the weighting of the elements within the system.

Staff Recommendation and Rationale:

Staff recommends final approval of the regulation. The new recognition and support system will establish ways to communicate schools' and districts' academic successes publicly and will provide direction and support to schools and districts to help assure student success.

Groups Consulted and Brief Summary of Responses:

The regulation will be discussed by the Local Superintendents Advisory Council (LSAC) and other councils that meet prior to the August KBE meeting. Subsequent to that meeting, broader stakeholder input will be sought through presentations to additional groups and advisory councils. LSAC will review the proposed regulation at its July 25 meeting and that body's feedback will be shared at the August KBE meeting. The School Curriculum, Assessment and Accountability Council meets July 12, and their feedback will also be shared at the August KBE meeting.

Impact on Getting to Proficiency:

This regulation will support more students becoming college and career ready.

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Commissioner of Education

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